

# Mark Scheme (Results)

## Summer 2010

Principal Learning

Society, Health and Development  
SH302 Principles and Values in Practice

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number		Indicative Content
1(a)		<p><b>Explanations might refer to:</b></p> <ul style="list-style-type: none"> <li>• The delivery of organised assistance to maintain, support and enhance the well-being of individuals and/or communities.</li> <li>• Services can be delivered by the public, the private or the third sector and they are available for a wide range of users.</li> </ul> <p><b>Examples of public services include:</b> education, the NHS, social services, the criminal justice system, the police and the fire service, the armed services, a range of environmental services and leisure/information services.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited and there may be no example. Or, an example may be given with limited understanding of meaning of the term.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example. If no example included award a maximum of 3 marks.

Question Number		Indicative Content
1(b)		<p><b>Explanations might refer to:</b></p> <ul style="list-style-type: none"> <li>• The outcome of the process of law-making, usually following on from an Act of Parliament or the EU.</li> <li>• Legislation reflects the political priorities of the day. It affects every citizen in the UK and all are expected to abide by it.</li> </ul> <p><b>Examples could include:</b> The Criminal Justice Act (2003), The National Health Act (1946) and The Great Reform Act (1832). Other examples may be referred to.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited and there may be no example. Or, an example may be given with limited understanding of meaning of the term.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example. If no example included award a maximum of 3 marks.

Question Number		Indicative Content
1(c)		<p><b>Explanations might refer to:</b></p> <ul style="list-style-type: none"> <li>• Codes of Practice govern the ways that individuals work in organisations, or how particular services are delivered.</li> <li>• They set out the principles and standards which people are expected to observe.</li> <li>• All public services have codes of practice to show service users the standards of provision they can expect.</li> </ul> <p><b>Examples include:</b> The NHS Constitution and police codes of practice for interviewing suspects. Other codes of practice may be referred to.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited and there may be no example. Or, an example may be given with limited understanding of meaning of the term.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example. If no example included award a maximum of 3 marks.

Question Number		Indicative Content
2(a)		<p><b>Definition:</b> The process of supporting and enabling people to express their views and concerns</p> <p><b>Explanations might refer to:</b></p> <ul style="list-style-type: none"> <li>• To enable them to be taken seriously.</li> <li>• To enable them to access information and services.</li> <li>• To enable them to defend and promote their rights and responsibilities and to explore choices and options.</li> <li>• It can enable people to challenge discrimination and avoid the effects of being labelled.</li> </ul> <p><b>Examples might include:</b> Public service users including those with living with learning and physical disabilities and those living with mental illness.</p> <p>Other examples might be referred to.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	If definition only 1 mark. There is evidence of understanding the meaning of the term but knowledge is limited and there may be no example. Or, an example may be given with limited understanding of meaning of the term.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example. If no example included award a maximum of 3 marks.

Question Number		Indicative Content
2(b)		<p>How advocacy can support an individual to gain access to the services they need: (using the example of those who live with mental illness)</p> <ul style="list-style-type: none"> <li>• by identifying which type of advocacy best suits the individual (eg self-advocacy where individuals speak up for themselves by using skills gained through assertiveness training; or group advocacy where a group of people with similar experiences meet together to put forward shared views. These can be local mental health service-user groups, support groups and patient councils);</li> <li>• by helping those living with mental illness to manage the process of hospital treatment which can leave them confused and disempowered (eg individuals can get access to legal advice and get preparation for Health Review Tribunals);</li> <li>• advocacy can help individuals living in the community (eg to provide assistance with benefit claims);</li> <li>• to meet the needs of specific groups which have a greater tendency to experience mental illness eg offenders, members of minority ethnic communities and gay, lesbian and bi-sexual people</li> </ul> <p>Reference to <b>any</b> other individual in <b>any</b> sector will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-3	A limited explanation is given, with little understanding of how advocacy services work. Likely to be only one way outlined.
2	4-6	A brief explanation is offered with some knowledge of the subject. A relevant example may be incorporated. At the lower end of the mark band there is likely to be only one way explained in detail or two ways are outlined. At the upper end more detail is expected.
3	7-8	A full explanation with well-integrated examples showing detailed knowledge of the way advocacy services support individuals. There should be at least two ways.

Question Number	Indicative Content	
3(a)	<p>Answers may refer to one or more of the following explanations:</p> <p><b>1 Social work is a professional activity:</b></p> <ul style="list-style-type: none"> <li>• A social worker works with people who have been socially excluded or who are experiencing crisis.</li> <li>• They provide support to enable service users to help themselves.</li> <li>• They are expected to maintain professional relationships with service users.</li> </ul> <p><b>2 Social workers work in a variety of settings.</b></p> <ul style="list-style-type: none"> <li>• They support individuals, families and groups within the community.</li> <li>• Settings may include the service users' home, schools, hospitals and other public sector and voluntary organisations.</li> </ul> <p><b>3 Social workers deal mostly with:</b></p> <ul style="list-style-type: none"> <li>• young people and their families</li> <li>• young offenders</li> <li>• people with mental health problems</li> <li>• school non-attenders</li> <li>• drug and alcohol abusers</li> <li>• people with learning and physical disabilities</li> <li>• the elderly.</li> </ul> <p><b>4 Additional considerations which might be referred to:</b></p> <p>(a) Social work involves obligations:</p> <ul style="list-style-type: none"> <li>• to service users.</li> <li>• to the organisations which employ social workers</li> <li>• to workers in other public services such as health and education to one another.</li> </ul> <p>(b) Social workers intervene at the points where individuals interact with their environments.</p> <p>(c) They attempt to promote problem-solving in human relationships and the empowerment of people to enhance their well-being.</p> <p>Credit answers that refer to points from different explanations</p>	
<b>Level</b>	<b>Mark</b>	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject.

Question Number	Indicative Content	
3(b)	<p>This may be answered in different ways - general explanations or specific issues, or a combination of both.</p> <p><b>General explanations:</b></p> <ul style="list-style-type: none"> <li>• in order to ensure that the individual remains free from danger and intimidation</li> <li>• where child protection issues are involved</li> <li>• where the individual is a victim of abuse or harassment</li> <li>• where disclosure can have implications for future treatment and/or employment</li> <li>• because service users have a right of access to all information recorded about them, subject only to the preservation of other persons' rights to privacy and confidentiality</li> </ul> <p><b>Specific issues:</b></p> <p>Social workers</p> <ul style="list-style-type: none"> <li>• must respect the individuals right to privacy and the use of information obtained from them</li> <li>• must consult users about their preferences with regard to information relating to them</li> <li>• can divulge confidential information only with the consent of the service user or informant, except where there is clear evidence of serious risk to that person</li> <li>• must also ensure that records are stored securely</li> </ul> <p>Learners may also suggest that social workers do have an obligation to disclose confidential information to other professionals who need to be involved to ensure that the individual concerned is protected eg the police, medical professionals. But this is subject to ethical requirements in respect of privacy and confidentiality.</p> <p>Any other relevant example and/or explanation will be rewarded.</p>	
Level	Mark	
	0	No relevant explanation offered
1	1-3	There may be limited discussion, but some explanation given, with little understanding of the responsibilities of social workers. Likely to be only one responsibility outlined.
2	4-6	A brief discussion is offered with some knowledge of the subject. At the lower end of the mark band there is likely to be only one responsibility explained in detail or two responsibilities outlined. At the upper end more detail is expected.
3	7-8	A full discussion showing detailed knowledge of the responsibilities of social workers in maintaining confidentiality.

Question Number		Indicative Content
4(a)		<p>Anti-discriminatory practice is included in service provision in order</p> <ul style="list-style-type: none"> <li>• to prevent less favourable treatment of people on the grounds of, for example, minority ethnic status, gender, sexual orientation, disability and age</li> <li>• to ensure equal opportunities for people in terms of education, health care, employment, access to housing</li> <li>• to promote community diversity and empower the people who live in these communities</li> <li>• to manage conflict and risk in local communities</li> <li>• to promote and enhance service provision</li> <li>• to ensure fair and reasonable allocation of services</li> </ul> <p>Any other relevant explanation and/or example will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited. There may be no reference to a particular sector.
2	3-4	A clear explanation is offered with good knowledge of anti-discriminatory practice, embedded in one sector.

Question Number		Indicative Content
4(b)		<p>Learners can refer to <b>any</b> relevant sector.</p> <p>Answers which focus on gender, for example might consider:</p> <ul style="list-style-type: none"> <li>• the feminisation of the teaching profession</li> <li>• the preponderance of women in the lower levels of the NHS</li> <li>• the concentration of women in low-paid, part-time, insecure employment, e.g. in social care sector</li> <li>• the effects of legislation to protect women from acts of violence such as domestic abuse or so-called 'honour killings'</li> <li>• the effects of the 'glass ceiling' on female employment</li> <li>• wage differentials</li> <li>• the access which women have to the pensions and finances of those whom they divorce</li> </ul> <p><b>Any other relevant example and/or explanation from any of the four sectors will be rewarded.</b></p>
Level	Mark	
	0	No relevant explanation offered
1	1-3	A limited explanation is given, with little understanding of anti-discriminatory practice. There is unlikely to be any evaluation.
2	4-7	A detailed explanation is offered with good knowledge of the subject. Limited evaluation may be included. At the lower end answers are likely to be repetitive. At the higher end there should be more than one argument explained, with some evidence of evaluation.
3	8-10	A full explanation showing detailed knowledge of relevant issues. Clear evaluation should be present. Where statistical and/or other empirical information is included, this will be rewarded.

Question Number		Indicative Content
5(a)		<p>Health inequalities persist because</p> <ul style="list-style-type: none"> <li>resources are not allocated equally in all parts of the UK</li> <li>people make their own decisions about their health eg when to visit a GP or whether to smoke</li> <li>poverty affects the ability of the individual to maintain good health</li> <li>healthy behaviour is not emphasised in schools eg limited amount of time in curriculum allocated to sport and PE</li> <li>lack of knowledge about what constitutes healthy behaviour</li> </ul> <p>Any other relevant explanation and/or example will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited. Likely to be limited explanation.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject.

Question Number		Indicative Content
5(b)		<p>The following might be suggested:</p> <ul style="list-style-type: none"> <li>that people in poor health do not prioritise improvements because they perceive that neither the government nor the NHS does enough to improve the quality of their lives</li> <li>that they are less likely to be able to obtain or retain employment if they are smokers they have less money to spend on healthy food that young people who are ill are less likely to attend school and they are more likely to be from low-income households</li> <li>people who are poor tend to live shorter lives than those on higher incomes</li> <li>that those on higher incomes are more likely to use health services and therefore those on low-incomes subsidise services</li> </ul> <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-3	There may be limited discussion, but some explanation given, with little understanding of the impact of health and equality. Likely to be only one reason outlined.
2	4-6	A brief discussion is offered with some knowledge of the subject. At the lower end of the mark band there is likely to be only one impact explained in detail or two impacts outlined. At the upper end more detail is expected.
3	7-8	A full discussion showing detailed knowledge of the impact of health and inequality. Answers that may include statistical and/or empirical evidence will be rewarded.

Question Number		Indicative Content
5(c)		<p>Learners may refer to any specific area, using the identified categories (in the question stem) or any other of their own choosing.</p> <p><b>The Health sector:</b></p> <ul style="list-style-type: none"> <li>• instigates health promotion activities such as anti-smoking education and tackling childhood obesity</li> <li>• directs funding to those communities with identified greater health needs</li> <li>• The Department of Health sets targets for health service commissioners to reduce health inequalities eg to reduce teenage conception rates where they are above the national average</li> <li>• learners could also discuss the ways that the health sector does not effectively promote health equality</li> </ul> <p><b>The Social Care sector:</b></p> <ul style="list-style-type: none"> <li>• carries out community development work in priority areas</li> <li>• prioritises the health of looked-after children</li> <li>• pursues the Every Child Matters agenda</li> <li>• focuses on poor housing which is a significant determinant of poor health eg in the elderly</li> <li>• learners could also discuss the ways that the social care sector does not effectively promote health equality</li> </ul> <p><b>The Children and Young Peoples' sector:</b></p> <ul style="list-style-type: none"> <li>• allocates time in the curriculum for sport and PSME</li> <li>• pursues the Every Child Matters agenda</li> <li>• encourages individuals to get qualifications. Those with such qualifications enjoy better health</li> <li>• learners could also discuss the ways that the education sector does not effectively promote health equality</li> </ul> <p><b>Community Justice sector:</b></p> <ul style="list-style-type: none"> <li>• targets drug and alcohol services at prisoners</li> <li>• works with the health sector to address the mental health problems experienced by prisoners</li> <li>• removes or minimises the fear of crime and this contributes to improved public health</li> <li>• learners could also discuss the ways that the community justice sector does not effectively promote health equality</li> </ul> <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-3	There may be limited discussion, but some explanation given, with basic understanding of how the chosen sector promotes health equality. Likely to be only one reason outlined.
2	4-6	A brief discussion is offered with some knowledge of the subject. At the lower end of the mark band there is likely to be only one reason explained in detail or two reasons outlined. At the upper end more detail is expected.
3	7-8	A full discussion showing detailed knowledge of how the chosen sector promotes health equality and its impact. Answers that may include statistical and/or empirical evidence will be rewarded.

Question Number		Indicative Content
6(a)		<p>Answers may refer to the following:</p> <ul style="list-style-type: none"> <li>• <b>Social inclusion</b> is a process designed to ensure that marginalised people and those living in poverty have greater participation in decision making which affects their lives</li> <li>• Allows them to improve their living standards and their overall well-being.</li> <li>• It also refers to those who are able to participate in education, employment, family life, the cultural and political life of society</li> <li>• To those who avoid involvement in criminal activity.</li> <li>• It is affirmative action to change the circumstances and habits that bring about social exclusion.</li> <li>• The most able might suggest that social inclusion is the avoidance of alienation and disenfranchisement.</li> </ul> <p>Any relevant explanation will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited. No example is given.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example.

Question Number		Indicative Content
6(b)		<p>The following might be suggested:</p> <p>Living independently</p> <ul style="list-style-type: none"> <li>• reduces the cost to the state/taxpayer</li> <li>• promotes positive self-images of the elderly amongst wider society and amongst themselves</li> <li>• enhances their dignity and might reflect their preference</li> <li>• avoids the idea that dependence is a source of stigma</li> <li>• could mean that the elderly are more likely to avoid social exclusion</li> <li>• removes the need to sell property to fund care needs (in England)</li> <li>• lessens the impact of the elderly being perceived as 'a problem to be solved' rather than constituting a group in society with rights like any other</li> </ul> <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	A limited explanation is given, but knowledge is basic.
2	3-4	A full explanation is offered with clear knowledge of the subject.

Question Number		Indicative Content
6(c)		<p>It is expected that answers might focus on:</p> <ul style="list-style-type: none"> <li>• the social care needs of the elderly</li> <li>• those with learning and/or physical disability</li> <li>• young offenders</li> <li>• vulnerable children</li> <li>• those with severe mental illness</li> <li>• those with alcohol and/or drug addiction</li> <li>• victims of abuse such as domestic violence.</li> </ul> <p>Learners should outline:</p> <ul style="list-style-type: none"> <li>• the care provision available to their chosen group</li> <li>• indicate how such provision is applied</li> <li>• what challenges are faced by providers</li> <li>• the success of attempts to overcome such problems.</li> </ul> <p>Learners might refer to programmes such as:</p> <ul style="list-style-type: none"> <li>• The National Service Framework for Older People</li> <li>• The National Dementia Strategy</li> <li>• the direct payments system available to those living with disability drug rehabilitation requirements</li> <li>• child protection measures in schools</li> <li>• any other relevant programme.</li> </ul> <p>Learners may refer to any group in any sector. Learners are not expected to refer to examples from each of the four sectors.</p> <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-4	A basic explanation, which may consider just one aspect of effective care provision. At the lower end, detail may be scant. At the higher end, the effectiveness of care provision is outlined
2	5-8	A detailed explanation is offered with some knowledge of the effectiveness of care provision. A brief evaluation might be included. At the lower end, detail is elaborated with few evaluative comments. At the higher end, comments should be supported with evidence and evaluated.
3	9-12	A full and detailed explanation with a clear account of the effectiveness of care provision. In order to attain this mark band, there must be very clear evidence of evaluation. Answers may include statistical and/or empirical evidence. At the lower end, a comprehensive account supported with evaluative comments. At the higher end, evaluation should be integrated throughout the answer.

1-3	A limited explanation is given, with little understanding of anti-discriminatory practice. There is unlikely to be any evaluation.
4-7	A detailed explanation is offered with good knowledge of the subject. Limited evaluation may be included. At the lower end answers are likely to be repetitive. At the higher end there should be more than one argument explained, with some evidence of evaluation.
8-10	A full explanation showing detailed knowledge of relevant issues. Clear evaluation should be present. Where statistical and/or other empirical information is included, this will be rewarded.



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